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## ABSTRACT

This commission report consists of the recommendations made for Australian schools regarding equality, open attitudes, and the school community. The School's Commission places an emphasis on more equal outcomes from schooling. Particular stress is laid on social group disparities and attempts to mitigate them, and on social changes and their effects on desired educational outcomes. It is asserted that the adaptation of educational arrangements to the needs of children in relation to desired outcomes from schooling is more effectively achieved with active community involvement. The commission recommends that the school or learning community be allowed maximum freedom to address itself to its own problems and act on its own best judgement in allaying them. The commission also encourages more open attitudes to educational questions, organization, and structures. The report challenges the traditional balance of allocation of resources between primary, junior secondary and senior secondary levels. The report includes descriptions of the commission's multiprogram approach to its supplementary funding of state school systems. (SJI)

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# DOCUMENT 15

AUGUST 1975

A LOOK AT RECENT DOCUMENTS  
OF EDUCATIONAL SIGNIFICANCE

Information and Publications Branch  
Department of Education Queensland



## SCHOOLS COMMISSION : Report for the Triennium 1976-1978

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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*The first Triennial Report of the Commission, under the chairmanship of Dr K.R. McKinnon, presented to the Federal Minister for Education in May 1975.*

### Establishment of the Commission

The Schools Commission was established by the Australian Government in 1973. It was preceded by the Interim Committee for the Australian Schools Commission which reported to the Commonwealth Government in May 1973 in a Report *Schools in Australia* (the Karmel Report). The major recommendations of the Report were accepted by the Government. As a result of this Report, funding for Australian schools for 1974 and 1975 was authorised by the States Grants (Schools) Act-1973. Other grants continued to be made in subsequent amendments to the 1972 and 1973 acts. Over this period some \$784m has been provided to Australian schools and school systems for programs recommended by the Interim Committee.

The recommendations of the Interim Committee, now being implemented by the Commission, sought to improve the overall quality of schooling within a framework that would reflect the values of equality, diversity, devolution of authority, community participation and responsiveness to change. These values have been fully endorsed by the Commission. The present Report covering recommendations for the years 1976-78 is the first triennial report to be presented by the Commission.

### The Role of the Commission

Emerging trends in Australian education at the present time largely coincide with those which the Commission also sees as desirable. There are, however, areas where the Commission has challenged traditional patterns largely taken for granted by others. The most important of these is in the balance of allocation of resources between primary, junior secondary and senior secondary levels.

The Commission sees the possibilities of its role as a disseminator of information and as a facilitator in the bringing together of practitioners as having considerable potential.

The Commission desires to act, and to be seen to be acting, in partnership with educational systems. It accepts the limitations proper to its role as a supplementary rather than a major source of funds to State systems and as an agency which bears no responsibilities for running schools.

### Themes

There are three basic themes of the Report:

**Equality** — an emphasis on more equal outcomes from schooling, laying particular stress on social group disparities and attempts to mitigate them, and on social changes and their effects on desired outcomes.  
**Open attitudes** — encouragement of more open attitudes to educational questions, organisation and structures.  
**School community** — the assertion that the adaptation of educational arrangements to the needs of children in relation to desired outcomes from schooling is more effectively achieved when the school or learning community is allowed maximum freedom to address itself to its own problems and act upon its own best judgment in attacking them.

### Equality

The Commission points out that some children need greater assistance than others to reach a plateau of competence to equip them for more equal access to occupational and life options. The difficulty of achieving more equal outcomes from schooling is pointed up in the Report in those sections that deal with large groups whose special needs may have gone so long unsatisfied as to lull the community into accepting their poorer performance as normal. Primary school children, children of Aborigines and migrants, children who live in country areas, and girls in general are five such groups.

**Primary school years.** Education costs per head increase markedly at the higher levels and the Report points out that for every \$1 spent on a primary student,

his secondary and tertiary counterparts would attract about \$1.70 and \$5 respectively. Retention rates are poor for the children from low socio-economic levels. Thus the Commission points a need to "tip the balance in fundings towards the levels where all are at school."

The Report states that schooling is not a race; its major objective is not to identify winners and losers, but to give maximum assistance to all young people growing up. It points out that unskilled occupations are declining relatively and the range of occupations requiring a moderately high degree of literacy and mathematical understanding is extending. Thus the level of sophistication of the society makes demands on the capacity of people in daily life once required only of a minority.

It points out that children who do not learn to read or handle language effectively during their primary years are cut off from the possibility of success at secondary level. At all levels of schooling some students will need more time and assistance than others to gain competencies necessary in the society, and some schools will have more such students than others. Schools' authorities will be encouraged to give schools enough power over their own funds to enable them to provide more equitably for these varying needs.

**Child Migrant Education Program.** An aspect of equality on which the Commission places considerable emphasis is the recognition in schools of the cultural pluralism existing in Australia. It points out that children not raised in the mainstream culture in a society should be able to participate in it on more equal terms than at present.

Experience with the Child Migrant Education Program financed under the Federal Government's Immigration powers has suggested the need for changes. The program employs teachers to operate withdrawal classes in English for Migrant children. As a majority of children, however, are now born in Australia their prime need is no longer first level communication skills in English, but sustained support in the development of English language competence across the whole curriculum.

The Commission has recommended that funds presently legislated through the Immigration (Education) Act 1971 to assist schools in meeting the special needs of children from non-English speaking homes be transferred to the General Recurrent Grants Program of the Schools Commission to allow more flexible approaches to child migrant education and development. It has also placed a loading on funds in the Disadvantaged Schools Program to strengthen action in schools of high migrant density in disadvantaged neighbourhoods.

**Country children.** The Commission points out that the quality of experience in small country schools varies a good deal. Often the quality of the schooling provided is limited by the inexperience of the teachers, restricted experiences of the children, limitations of school facilities, and rapid turnover of staff.

The children suffer most of all from high staff turnover. The Report points out "Good teaching can partially compensate for poor facilities and the limited horizons of children, but a conjunction of poor facilities and the limited horizons of children and high turnover of inexperienced staff is too often the normal situation". The Commission reports that at secondary level the problems of educational provision multiply - the curriculum is often limited to a restricted number of academic offerings, leaving those wanting to enter trade and other courses unserved. It further states that a minimum of

200 children is required for a full high school in Queensland, but even the school of 200 can rarely offer the full range of subjects characteristic of larger schools and often cannot even offer the kinds of learning experiences most relevant to the lives of those who will remain and work in the area. A restricted range of subjects frequently cannot include subjects of local relevance. The Commission points out that Governments have to make difficult choices between the extension of full services to children where they live and the provision of accommodation or subsidy to allow children to move to the service.

It sees that parents also have to make difficult decisions. The escalation in qualifications required for many courses and occupations means that higher schooling is required. From a survey made, the Commission states it is aware of the considerable problems faced by parents whose children must board away from home in order to finish schooling.

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*The balance of all educational spending should be tipped towards the years when all the children are in school.*

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The Commission describes teachers' housing in remote areas of Queensland as "little less than shocking" and outlines other problems compounding teachers' desires to live in more populous areas, i.e. isolation from colleagues, high costs of living, returning to home centres for holidays and living in a community with somewhat alien interests and values. Staff turnover is frequent because conditions for teachers are rarely sufficiently attractive for them to feel as well off as their urban colleagues. The Commission points out that many country areas are effectively without specialist services to children and teachers and states "extraordinary measures may be needed to attract and hold in these areas such personnel as school psychologists, remedial teachers, speech therapists and advisory staff of all kinds". The Commission believes that an effort should be made to explore the possibilities of incentives. It regards the development of regional offices, services and resources as being of particular significance. The Commission expects that the funds for State systems will be administered through regional arrangements and it regards the participation of interested persons and organisations as an important aspect of these arrangements.

The Commission proposes that \$20 million within the Capital Grants Program be provided over the triennium for the purchase or building of housing for teachers. Queensland's share is \$4 002 000. It is also proposed to spend \$7 280 000 on Government Schools and \$520 000 on non-Government Schools for activities designed to improve country education in Queensland. (\$30m in Australia).

**Aborigines.** Aboriginal children are considered on every count the most socially and educationally disadvantaged. The Report states that among Aborigines there is a strong feeling of alienation from the mainstream of Australian society, even after participation in the educational systems. Those who succeed in adapting to the majority culture find it difficult to do so without denying their cultural heritage.

The Report says it is still extremely rare for teachers to understand, much less turn, to educational advantage, the Aboriginal cultural heritage and traditional ways of viewing the world. "Nor do many understand that Aboriginal culture has much to contribute to Australian life."

The Report states that there will need to be many changes in teaching and in school materials before Aboriginal students have the self esteem which comes from knowing that others respect the things of value to them.

"The values of mutual responsibility, so strong in Aboriginal culture, might even modify the individualistic and materialistic emphasis of mainstream Australian society in humanly valuable ways if they were more widely appreciated. Cultural modification should not be seen as a one-way street."

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*Institutions, if they are not to become museums, require continuous reappraisal as social circumstances change and as new possibilities open up.*

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The Commission points out the most important priority is clearly for integrated action by federal and state authorities on a combined basis to improve health and welfare. "No child can be expected to do well educationally while nutrition and health deficiencies intensify the basic disadvantage of poverty; the handicaps are too great. Action in this sphere, while outside the strict terms of reference of the Commission, continues to be of urgent priority."

The Commission sees as vital the training of Aborigines to enable them to assume leadership roles both among their own people and in schools and systems.

**Schooling and Girls.** The Commission points out that as a group girls have traditionally had shorter schooling than boys, but in recent years the increase in school retention rates has been greater among girls than boys, and the differences between retention rates of sexes considerably reduced. The Commission points out the importance of recalling the recent nature of this change and acknowledging the relatively lower educational levels of women in adult population.

"The implications of this for further and recurrent educational opportunities for older women desiring to re-enter the workforce require serious attention", the Commission claims.

The Report states that several studies indicate that girls have a higher average success rate in public examinations than boys and that the distribution of males and females among subjects is significantly different, males being more heavily represented in maths/science areas and girls in humanities.

The Commission sees no justification for any differences between the sexes in curricula offering in schools.

"If domestic science, typewriting, shorthand and sewing have a legitimate place in the school, they are equally applicable to boys and girls; if it is assumed that metalwork, woodwork and industrial arts are boys' subjects, the school is reinforcing the limitations which it should place particular emphasis on removing. In

the same vein positive efforts should be made to encourage girls to study mathematics and to maintain confidence in their own capacity."

The Report discusses the "hidden" messages passed in schools to boys and girls regarding expected social roles associated with sex. It points out that although more women enter teaching than men and their average qualifications on entry are higher, there are almost no women in high administrative positions in any educational system in Australia, and few women principals of any except girls' schools.

The Report explains that a number of obvious explanations have validity, but promotion systems need to be examined for the degree to which they penalise broken service. "Positive steps need to be taken to redress the balance because of the unconscious learning of young people who so rarely see women in positions of authority."

The Report states that textbooks convey similar messages by failing to reflect the degree to which mothers now work, and by maintaining stereotyped views about sex characteristics and roles.

The Commission further reports that studies give disturbing evidence that girls have lower esteem and self-confidence than boys and even academically competent girls have lower expectations about their future than boys and are more prone to underrate their abilities and themselves as people. The Report states that whenever the school makes no efforts to accommodate the fact that many mothers work and by implication suggests that they should be at home; sex role messages are being strongly conveyed. "Societal changes outside schools are not being reflected in them" the Report states.

The Commission proposes to support in all its programs action designed to remove distinctions in curricula options: open to boys and girls. It will provide specific support through the Special Projects Program both through grants for projects initiated at school level and through Commission initiatives of various kinds for activities which will assist in widening options for girls.

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*But while the community is, so to speak, moving into the school, the school is also moving into the community.*

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#### *Open attitudes*

The Report states that in the past, both schools themselves and the learning that took place there were seen as being distinct from the rest of social reality. The barriers that shut learning off from living, however, are now crumbling and schools are becoming more vital elements in the community.

The Commission believes that if the diverse needs of children and society are to be more adequately catered for there needs to be an acceleration of the process of "opening up" the school.

The sharing of facilities and services among schools on an area basis, and between school and community, is seen by the Commission as an important way by which over the longer term it will be possible to give all schools access to adequate resources. In the Commission's view, this means

that the commitment of teachers, parents and students to what goes on in the school is directly related to their capacity and willingness to influence it.

The Commission also seeks to encourage the development of new institutional arrangements which will make possible continuing access to education. Special Interest Centres, Unlimited Schools and Recurrent Education are three examples of such initiatives.

The proposed Special Interest Centres will allow students with particular talents to pursue their interests whether in the traditional intellectual and artistic areas or in newly created ones.

The Commission's recommendations for the establishment of Unlimited Schools will increase the range and variety of learning materials for students whatever their situation, and will allow exploration of the means of providing extended educational services for the whole community more economically.

Projects to expand the ways in which the school can provide greater assistance to adolescents who wish to resume studies and to increase organisational and curriculum diversity in schools will be other aspects of the Commission's thrust towards enhanced opportunities for young people.

#### *The school and community*

The Commission is anxious to accelerate the movement of a greater degree of significant decision-making power to regional and school levels.

Already numbers of schools have the power to decide between expenditure of funds on ancillary staff (which they may directly recruit) equipment and/or minor repairs and maintenance.

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*If domestic science, typewriting, shorthand and sewing have a legitimate place in the school, they are equally applicable to boys and girls.*

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The Commission has suggested that systems should begin by allocating a minimum of 5 per cent of total costs for spending by the school body. It expects that parents and students will also take a significant part in these decisions. The involvement of parents in decision making is part of the trend towards a closer relationship between the school and the community it serves.

"If real devolution of authority is to be achieved, it will be the relationship between school and community that provides an alternative accountability to bureaucratic surveillance, for it is when teachers and community are involved together in making real decisions about educational alternatives that true mutual responsibility will grow."

The Report says that trends toward student decision making need to be fostered so that the school community will be a unified and vital one, giving recognition and impetus to social changes which accord higher status to adolescents.

The Commission points out that "while the community is, so to speak, moving into the school, the school is also moving out into the community. It in turn is exploring opportunities to learn in the community rather than in

isolation from it, to use the community's facilities, skills and knowledge, and resources. Just as the school wishes to use the facilities 'which belong to the community' so many feel that the community should have access to the physical facilities of the school."

#### *Targets*

The Commission decided target dates for the achievement of acceptable levels of resource use in primary and secondary schools in the light of many factors, the main ones being:

- (a) the need to promote greater equality in schooling while ensuring that all schools can offer a sufficiently diversified curriculum in suitable surroundings;
- (b) the need to encourage structural changes in schools to make them more varied, more flexible and more open;
- (c) the need to improve teaching quality through the provision of support services and opportunities for teacher development;
- (d) the requirement that resources be used economically.

The Interim Committee set a target date of 1979 for the achievement of a lift of 40 per cent in real resource use in primary schools and a lift of 35 per cent in secondary schools. The Commission has endorsed the target levels but has varied the target dates to 1980 for primary schools and 1982 for secondary schools. The most important effects of this variation will be:

- (a) a reduction in costs of about 20 per cent below those that would have applied if the original target dates had been maintained;
- (b) more effective translation of increased resources into qualitative improvement;
- (c) rates of improvement that better reflect the greater needs of primary schools.

#### *Funding levels*

Public spending on schooling in Australia remains lower than in most other highly industrialised countries. The Commission recognises that extra resources may only be justified by improved services to children. The amounts shown in the following tables are arrived at by calculating the proportionate increase in resources that should apply to both sectors of schools in the 1976-78 triennium in order that all schools may reach the target levels by the dates referred to previously. The total of grants recommended for the three year period is \$2070m which constitutes an increase of some \$540m over the amount which would be required to maintain the present levels of effort over three years, or \$180m a year at 1974 prices.

The Commission has opted for a multi-program approach, putting about 90 per cent of the total funding into the two basic underpinning programs to improve schools as places in which to enjoy learning. The other four programs are intended to promote initiatives which are seen as having special significance.

The funds recommended are those which would flow through the States Grants (Schools) Act 1975, and do not include those associated with running school systems in the Australian Capital Territory or the Northern Territory for which the Australian Government bears direct responsibility.

ility. The Commission has recommended that these school systems should be provided for at levels comparable with those planned for the States.

The recommended grants are distributed among States and sectors in the following way:

State	Government	Non-Government	Joint	Total
	\$'000	\$'000	\$'000	\$'000
N.S.W.	483 617	215 900	26 720	726 237
Vic.	383 929	194 810	21 464	600 203
Qld	210 508	95 805	10 907	317 220
S.A.	129 228	34 624	7 094	170 946
W.A.	113 520	44 577	6 311	164 408
Tas.	39 172	12 099	2 474	53 745
All States	1 359 974	598 690	111 470	2 070 134

(a) Includes \$875 000 recommended for non-systemic Disadvantaged Schools to be allocated in response to applications.

(b) Includes Special Projects Program funds of \$36.5 million which will be disbursed in accordance with the priorities determined by the Commission. The last column takes account of (a) and (b).

The grants are distributed through six programs as follows:

Program	Government Schools	Non-Government Schools	Joint	Total
	\$'000	\$'000	\$'000	\$'000
(a)	694 173	460 024	-	1 154 197
(b)	492 291	9 209	-	58 500
(c)	19 990	8 970	17 040	46 000
(d)	17 920	4 030	57 930	79 880
(e)	-	-	36 500	36 500
(f)	578 600	116 457	-	695 057
All Programs	1 259 974	598 690	111 470	2 070 134

- (a) General Recurrent Grants
- (b) Disadvantaged Schools
- (c) Special Education
- (d) Services and Development
- (e) Special Projects
- (f) Capital Works Grants

## Funding

Inflation is causing difficulties, but the Commission reports there is no evidence that the Commission's expenditure is contributing to inflation or that teachers' salaries have increased at a rate greater than wages for the workforce generally and are eating up the Commission's funds. The Report claims the benefits of grants will only be achieved in real terms if there is no erosion of purchasing power. Thus there is need for regular supplementation to counter the effects of inflation.

As the basic responsibility for the level of staff salaries rests with the States, the Commission considers it should not do anything which might interfere with that responsibility. A Schools Price Index based on price movements in the school sector of education will be the basis for calculating future price changes.

The Commission believes provision for reimbursement against inflation should be linked with that index and that increases beyond acceptable levels should not be the responsibility of the Commonwealth Government.

## Programs

In the 1976-78 period six programs will operate to channel funds to the schools. They are:

- General Recurrent Grants Program
- Capital Grants Program
- Disadvantaged Schools Program
- Special Education Program
- Services and Development Program
- Special Projects Program.

### General Recurrent Grants Program

Over \$1 150m is proposed in this Program, which is intended to cover staffing and other necessary recurrent resources for both government and non-government schools. This money is added to State government or non-government school funding, which is required to be maintained at levels equivalent to those existing before the advent of direct Australian government funding in 1974. In order to be able to make valid comparisons of the needs of different types and sizes of schools the Commission has constructed a Schools Recurrent Resources Index (SRRI). This index takes account of such factors as the professional staffing level, the amount of other goods and services used, the enrolment levels, size and type of school. For non-government schools the level of recurrent cost subsidy will depend on the relative needs of the schools. Non-government school standard costs are a rising proportion of the average cost of government schools, so as to bring all schools to an equivalent level by the target dates of 1980 for primary schools or 1982 for secondary schools mentioned earlier.

### Capital Grants Program

Government schools: Although nearly \$700 million has been proposed to refurbish established schools to provide new places, and to provide assistance for disadvantaged schools, special education, libraries, teacher housing and planning, this amount will only achieve a part of the uplift that many would like to see. The main reason for this is that a mobile and expanding population places undue emphasis on building for new enrolments, thus making it necessary to spread capital resources thinly. The economic realities of the day make rapid improvement impossible. Nevertheless improvements are being achieved, in that school buildings are becoming more flexible and useful. Further improvement will be promoted by the setting up of a research team to study the application of technology to educational needs, and two per cent of building funds will be available for planning, to encourage integrated, effective use of schools' buildings. \$4.5 million will be devoted to moves for the community use of school buildings and there will be a determined move to improve teacher housing in the country. The application of the funds will vary from State to State according to the submitted plans that each made after surveying its needs.

Non-government schools: Building grants recommended for non-government schools amount to more than \$116 million. This sum includes over \$2 million to meet outstanding claims for secondary school library projects undertaken before 1974, and up to \$30 million for the provision of places for new pupil enrolments over the next three years. The remainder of this \$116 million is intended to provide substantial assistance for upgrading of facilities, especially for disadvantaged schools, for libraries and for residential accommodation for students

who have to live away from home in order to receive an adequate education. Recommendations to the Commission concerning the allocation of funds among these pressing needs will be undertaken by the Planning and Finance Committees in the States and Territories.

#### *Disadvantaged Schools Program*

This program continues at much the same level as in 1974-75, but a main source of funds will be from the General Recurrent Grants which authorities have agreed to apply consistently with the aims of the Disadvantaged Schools Program. Emphasis will be on involving the school itself in devising strategies to meet the learning needs of children whose social circumstances make it more difficult for them to achieve at school. Task forces will continue to assist teachers to develop the skills necessary to work with pupils, parents and community groups to break down barriers to effective learning. A small secretariat may be attached to each State task force to facilitate research work. Some extension of the previous program will be undertaken by arranging for some non-systemic schools to receive Disadvantaged School funding and schools with 'pockets' of poor or migrant children will be investigated to determine whether special provision should be made for them in the 1979-81 triennium.

#### *Special Education Program*

The tendency to categorize certain children as needing 'special' education which could not be provided in normal classrooms is coming under critical scrutiny. Segregation of physically or intellectually handicapped children not only places these children in a position where their development may be jeopardized, but it implies a definition of normality that rejects overt difference. It is now thought to be better to tackle the problem by extending the capacity of the normal classroom to cater for a broader spectrum of

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*Many country areas are effectively without specialist services to children and teachers. Extraordinary measures may be needed to attract and hold in these areas such personnel as school psychologists, remedial teachers, speech therapists and advisory staff of all kinds.*

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human need in an atmosphere where diversity is accepted as the norm. This is not to deny that there is a small percentage of children - perhaps less than one per cent - who could not benefit from inclusion in a normal classroom. For the 1976-78 period, funding will be kept at the same standard as for 1974-75 in order that provision may be made for the adaptation of schools and classrooms to cater for many handicapped children in normal classes and to train specialist staff to assist class teachers to cope with a wide range of need. Children in institutions will be educationally supported by funding and there will be funds available for the assumption of responsibility by State Education Departments for special schools that elect to be taken over by government authorities.

#### *Services and Development Program*

If schools are to respond adequately to the needs of the children and communities they service, they need the

support of professional and technical services and teachers need opportunity and encouragement to develop their professional capacities. The Commission has recommended grants of \$13.9 million for support services and \$48.2 million for various Teacher Development activities in the 1976-78 period.

Services: The approach to provision of specialist support staff varies from State to State as the perception of need differs. Organisational patterns also differ. The Commission proposes that each State set up a Joint Services Committee, representative of all types of schools, to administer the Services aspect of this Program consistently with the following principles:

- (a) Support services should be a response to the school's recognition of its needs and they should be school-based rather than centrally located.
- (b) Specialists should work with teachers to improve the learning environment and extend the teacher's capacity to meet the needs of the children.
- (c) All schools, government and non-government, should be served by integrated programs of support.
- (d) As far as possible, organisation and administration of services should be devolved to the regional level.
- (e) Existing levels of support services should be expanded by one-third by 1978.

It is proposed that each State set up a Joint Services Committee to fund priorities in the provision of services, to assist all schools to benefit from them and to co-ordinate activities with the Development Section of the Program. The expansion of services to schools will enable them to increase their ability to cater for a wide range of student needs.

Development: The 1974-75 Teacher Development Program will be consolidated and extended during the triennium. Two basic aims will be, firstly, to provide all those who contribute to the functioning of the school with opportunities to develop their capacities and secondly to break down isolation - between schools, between systems or between individuals. There is growing recognition that the most productive approach to development is to provide teachers themselves with the opportunity to define their needs and with the means to meet them through seminars, workshops, in-service courses, inter-school visits or by engaging specialist lecturers. Interaction between teachers, parents and community groups is another facet of development experience.

It seems certain that development activities are most productive when they are initiated by the participants and are voluntarily engaged in. Difficulties on such scores as after-hours activities and accreditation for promotion need to be overcome. The Commission questions whether course credits need be geared to promotion rights especially when pre-service training is so extensive. Teachers need to re-appraise their concept of professional status if they are not to limit the scope for staff development.

Joint Development Committees will be set up at State level with a supervisory role over similar bodies set up at regional level. This arrangement will promote a maximum of local organisation.

The Program will also provide funding for replacement of teachers on in-service courses, support for in-service centres, funds to train Aboriginal teaching aides and continued funding for the establishment and support of locally run Education Centres.

Because library services are now regarded as closely integrated with the rest of the school's educational services, no separate program for library support has been recommended. Instead, the Commission intends to amal-

gamate its two Libraries Committees into one committee whose function will be to advise on policy and form guidelines on library standards and use. Funding of various library activities will be via the Services and Development Program, the Recurrent Grants Program and the Capital Program. Non-government school grants for library book-stock and equipment will be channelled through the State Planning and Finance Committee and funding from the Special Projects Program will enable an Australian Cataloguing Service for school libraries to be set up.

#### *Special Projects Program*

The rationale of the Program's 'Innovations' is that change will only be worthwhile if it is initiated by those involved in it. The success of the 1974-75 Program in stimulating the imagination and enthusiasm of teachers prompts the Commission to continue a school level program at an increased rate of funding. \$5 million per year will be devoted to worthwhile projects submitted by teachers, parents, pupils or others. Priority in funding will be given to projects that promote developments that are consistent with the aims and principles of the Commission. Thus emphasis in the 1976-78 period should be on projects that aim to:

- improve learning of basic skills;
- meet the needs of disadvantaged children;
- explore ways to 'open up' the school;
- involve students in decision making;
- integrate 'special' children into ordinary classes;
- help handicapped children get employment;
- promote cultural pluralism;
- meet the special needs of Aboriginal children;
- compensate for isolation;
- bring school and community closer together;
- promote the feasibility of recurrent education;
- reduce the disadvantage of girls;
- cater for children with special skills.

In addition to the school level projects the Commission will fund a number of important national level projects to a total cost of \$3 million in the triennium. \$11 million has been allocated for projects at system and regional level, thus continuing and extending this facet of the 1974-75 Program. The Commission, systems or regional authorities may initiate proposals. Special Interest Centres, to cater for the needs of children with special talents, and Unlimited Schools to extend educational services by the use of audio-visual and printed-word media are two initiatives already mooted. To continue and develop special areas of action-research, an amount of \$7.5 million will be provided. Typical areas of activity would be:

- education for Aborigines;
- country education;
- the school and the community;
- education of migrants;
- recurrent education;
- education of girls.

The total value of the Program for the triennium will be \$36.5 million.

#### SUMMARY OF GRANTS FOR GOVERNMENT SCHOOLS 1976 TO 1978

Program	Queensland
General Recurrent	\$'000
General support	101 612
Country education	7 280
Child migrant education	1 092
Disadvantaged Schools Projects	5 019
Special Education	
General support	2 950
Services and Development	
Residential centres	200
Aboriginal development	600
Library resources	2 137
Capital Grants	
General buildings	12 489
Disadvantaged schools	2 470
Library facilities	5 582
Special education	3 719
Teacher housing	4 002
Student accommodation	780
Community involvement	585
<b>TOTAL</b>	<b>210 508</b>

#### SUMMARY OF GRANTS RECOMMENDED FOR PROGRAMS AVAILABLE FOR ALL SCHOOLS, 1976 TO 1978

Program	Queensland
Special Education	\$'000
Children in institutions	328
Staff training	347
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Provision of services	
Staff	1 848
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Training	440
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